



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

17602 N Central, Phoenix, AZ 85022

Paradise Valley Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2003-04 Performing
2002-03 Performing
2001-02 Improving

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Ms. Jan Stevens
Schedule : 8:00 AM to 4:00 PM
Grades : Pre-K-6
2004 Enrollment : 860
Web Address : epage.pvUSD.k12.az.us/cves/index.htm
Phone Number : (602) 493-6280
Fax Number : (602) 548-0137
E-mail : pknight@pvUSD.k12.az.us

Mission

The Cactus View Community promotes a safe and positive environment for all students while developing excellence in academics, physical well-being, the arts and citizenship.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04 Met
2002-03 Met
2001-02 N/A

School Improvement Status (b)

2003-04 N/A
2002-03 N/A
2001-02 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Teachers will provide 180 minutes of reading per day for K-3 students.
- ü Staff will promote a positive school environment.
- ü Improve writing skills through use of state scoring rubric.
- ü Facilitate student achievement in the language arts and mathematics area using the Collaborative Process among grade-level team members.

Enrollment

October 1, 2003 School Year Student Enrollment : 824
Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 96

Instructional Programs

- Ü Technology-based Learning
- Ü Fine Arts
- Ü Physical Education
- Ü Honors Classes
- Ü On-Site Special Education / Inclusion
- Ü ELL Pullout Model
- Ü Special Ed Preschool
- Ü Chorus / Band / Strings

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/16/2004
Last Day of School :	5/26/2005

Shared Responsibilities

School

Cactus View School works in partnership with its community, families and staff to create a safe and positive environment for learning, to ensure high academic standards and to develop good citizens.

Parents

Parents are our partners in the education of their children. They are encouraged to join our PTSA; attend parent conferences; chaperone field trips; ensure that their student is prepared to learn; and maintain communication with the school.

Transportation Policy

Bus transportation services are provided for all students who reside farther than one mile from the school.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü PTA Honorable Mention Educator of Year	2002
Ü 100% Membership/Largest State Unit	2001
Ü PTA Runner-up Support Staff	2001
Ü Silver Apple Award	2000

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	127	2710	75509	99	100	100	528	538	521	7	7	13	23	17	23	40	34	33	31	42	31
All Students (Prior Year)	112	2687	75372	100	100	100	523	538	523	6	4	9	24	19	25	43	36	36	27	42	30
Female	58	1339	37013	98	100	100	527	538	522	8	7	12	25	17	24	40	36	33	27	39	31
Male	69	1369	38430	100	99	99	528	539	521	7	8	14	20	16	22	39	32	33	34	45	31
African American	NC	84	3660	NC	100	99	NC	510	496	NC	15	24	NC	33	31	NC	33	28	NC	19	18
Hispanic	20	599	30486	95	99	99	487	512	505	33	16	18	20	25	29	40	34	32	7	24	21
Asian/Pacific Islander	NC	73	1780	NC	96	98	NC	561	549	NC	2	5	NC	12	13	NC	30	33	NC	57	50
American Indian/Alaskan Native	NC	29	4075	NC	100	100	NC	519	486	NC	12	28	NC	23	34	NC	42	26	NC	23	12
White	94	1908	35192	100	99	99	539	543	534	4	6	8	18	14	19	40	34	35	39	46	39
Students with Disabilities	16	393	9708	100	100	100	509	511	489	0	20	32	33	22	27	50	30	24	17	28	17
Students without Disabilities	111	2317	65801	97	99	98	529	542	525	8	6	11	22	16	23	39	34	34	31	44	33
Limited English Proficient Students	NC	315	16928	NC	89	100	NC	NA	485	NC	NA	29	NC	NA	33	NC	NA	26	NC	NA	12
Migrant Students	--	--	750				--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	45	871	36411				506	513	503	11	16	19	33	24	29	44	37	32	11	23	20
Non-Economically Disadvantaged	82	1839	39040				538	546	534	5	5	8	17	14	19	37	33	34	40	48	39

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	127	2702	75492	99	100	100	526	528	519	8	7	12	16	12	16	43	49	47	32	32	24
All Students (Prior Year)	114	2699	75221	100	100	100	525	532	523	9	4	8	13	11	16	57	57	56	21	28	21
Female	58	1335	37014	98	100	100	531	531	523	4	6	10	15	10	15	50	49	48	31	35	27
Male	69	1365	38400	100	99	99	521	525	516	12	9	14	17	13	17	37	49	47	34	30	21
African American	NC	84	3665	NC	100	99	NC	515	505	NC	16	20	NC	11	22	NC	54	43	NC	18	14
Hispanic	20	595	30438	95	98	99	504	511	508	20	16	17	27	18	21	47	50	47	7	16	15
Asian/Pacific Islander	NC	73	1773	NC	96	98	NC	546	534	NC	3	4	NC	8	10	NC	35	50	NC	53	36
American Indian/Alaskan Native	NC	29	4081	NC	100	100	NC	519	498	NC	11	25	NC	26	26	NC	33	40	NC	30	8
White	94	1906	35177	100	99	99	531	531	528	6	6	8	14	10	13	39	49	49	41	35	31
Students with Disabilities	16	390	9707	100	100	100	521	505	495	0	24	33	33	17	21	33	41	33	33	18	13
Students without Disabilities	111	2312	65785	97	99	98	526	531	522	9	5	10	15	11	16	44	50	49	32	34	26
Limited English Proficient Students	NC	312	16905	NC	88	100	NC	461	489	NC	100	34	NC	0	28	NC	0	32	NC	0	6
Migrant Students	--	--	763				--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	45	867	36302				513	511	507	17	16	18	19	18	21	42	50	46	22	17	14
Non-Economically Disadvantaged	82	1835	39164				532	533	528	4	5	8	15	10	13	44	49	48	37	37	31

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	125	2688	75053	98	99	99	647	634	597	2	4	7	6	8	12	73	74	72	18	14	9
All Students (Prior Year)	111	2644	73654	100	99	99	527	541	530	6	4	9	12	8	13	79	78	70	3	10	7
Female	58	1334	36872	98	100	99	693	656	621	2	3	5	2	6	9	69	72	74	27	19	12
Male	67	1352	38109	97	98	99	606	611	573	2	4	10	11	10	14	77	76	69	11	10	6
African American	NC	84	3636	NC	100	99	NC	604	568	NC	4	12	NC	11	16	NC	72	67	NC	13	6
Hispanic	20	591	30235	95	98	98	572	586	575	7	6	9	13	12	14	67	78	70	13	4	6
Asian/Pacific Islander	NC	73	1768	NC	96	98	NC	663	651	NC	3	3	NC	10	5	NC	65	72	NC	22	19
American Indian/Alaskan Native	NC	29	4044	NC	100	99	NC	616	550	NC	4	13	NC	8	17	NC	77	66	NC	12	4
White	92	1896	35028	98	99	99	666	642	613	1	3	6	5	7	10	73	74	73	20	16	11
Students with Disabilities	16	385	9625	100	100	100	578	574	530	0	12	21	33	19	21	67	62	55	0	7	4
Students without Disabilities	109	2303	65428	96	98	98	651	642	604	2	3	6	5	6	11	74	76	73	19	15	10
Limited English Proficient Students	NC	309	16765	NC	87	100	NC	563	525	NC	0	17	NC	0	20	NC	100	60	NC	0	2
Migrant Students	--	--	752				--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	44	860	36077				588	581	566	6	8	10	14	14	16	74	72	69	6	6	5
Non-Economically Disadvantaged	81	1828	38950				675	651	618	0	2	5	3	6	9	73	75	73	24	17	12

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	115	2756	76019	100	100	100	514	513	499	5	9	14	33	32	39	16	16	14	46	43	33
All Students (Prior Year)	106	2748	76230	100	100	100	492	513	498	8	7	12	57	32	38	9	13	12	26	49	37
Female	60	1336	37207	100	99	100	509	511	499	5	9	12	40	34	41	14	16	14	41	41	33
Male	55	1408	38677	100	99	100	520	515	498	4	9	15	25	31	38	19	15	13	52	45	34
African American	NC	84	3817	NC	95	100	NC	492	475	NC	14	23	NC	43	47	NC	16	11	NC	27	18
Hispanic	17	539	29458	100	98	100	497	476	480	8	26	20	62	42	48	0	12	12	31	19	20
Asian/Pacific Islander	NC	75	1673	NC	99	99	NC	536	531	NC	3	4	NC	25	29	NC	15	14	NC	57	53
American Indian/Alaskan Native	NC	38	4735	NC	95	100	NC	493	466	NC	22	28	NC	28	49	NC	9	10	NC	41	13
White	89	1990	35880	100	99	100	518	521	515	2	5	7	29	30	32	20	16	16	48	49	45
Students with Disabilities	11	371	9786	100	100	100	522	469	457	20	29	39	0	45	40	0	11	7	80	14	13
Students without Disabilities	104	2385	66233	100	99	99	513	517	503	4	7	11	35	31	39	17	16	14	45	46	35
Limited English Proficient Students	NC	271	15206	NC	89	100	NC	448	459	NC	43	31	NC	42	53	NC	8	7	NC	7	9
Migrant Students	--	--	745				--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	36	805	35714				510	481	480	6	22	20	32	42	47	13	14	12	48	22	20
Non-Economically Disadvantaged	79	1951	40266				515	524	513	4	5	9	33	29	33	17	16	15	45	50	43

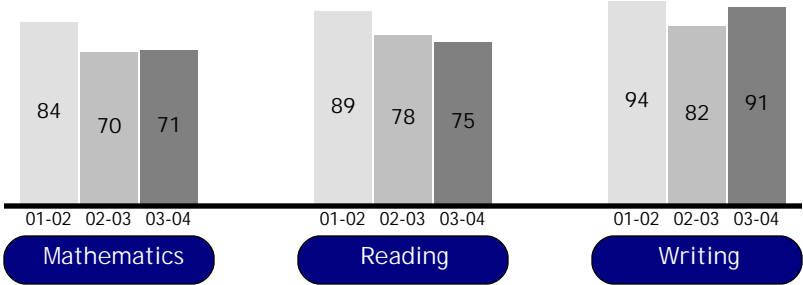
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	115	2754	76020	100	100	100	510	510	503	8	17	25	24	18	23	51	47	40	17	18	12
All Students (Prior Year)	105	2755	76202	99	100	100	512	513	505	9	11	19	25	20	24	45	51	46	21	18	11
Female	60	1335	37213	100	99	100	509	511	504	7	15	22	33	19	23	43	47	42	17	19	13
Male	55	1407	38666	100	99	100	512	509	501	10	19	29	13	16	22	60	48	38	17	17	12
African American	NC	84	3819	NC	95	100	NC	501	494	NC	24	37	NC	35	26	NC	31	31	NC	9	6
Hispanic	17	537	29442	100	98	99	499	494	494	23	40	37	23	23	26	54	31	31	0	6	6
Asian/Pacific Islander	NC	75	1672	NC	99	99	NC	512	513	NC	13	12	NC	15	19	NC	48	49	NC	24	20
American Indian/Alaskan Native	NC	38	4735	NC	95	100	NC	496	489	NC	30	48	NC	21	25	NC	45	24	NC	3	3
White	89	1990	35890	100	99	100	513	514	511	5	11	15	24	16	20	52	52	48	20	21	18
Students with Disabilities	11	372	9784	100	100	100	500	490	485	20	46	58	40	24	19	40	25	19	0	5	4
Students without Disabilities	104	2382	66236	100	98	99	511	512	504	8	14	23	23	17	23	51	49	42	18	19	13
Limited English Proficient Students	NC	271	15198	NC	89	100	NC	480	483	NC	67	59	NC	22	25	NC	9	14	NC	2	1
Migrant Students	--	--	743				--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	36	802	35703				504	494	494	16	37	37	32	25	26	39	33	31	13	6	6
Non-Economically Disadvantaged	79	1952	40274				513	515	509	5	10	17	20	15	20	56	52	47	19	22	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	115	2748	75673	100	99	100	572	558	530	5	7	12	8	18	25	83	68	58	4	7	4
All Students (Prior Year)	103	2708	74692	97	99	99	516	519	502	9	10	18	25	22	27	55	56	47	11	12	8
Female	60	1333	37099	100	99	100	578	572	548	3	5	8	9	14	22	84	73	64	3	8	6
Male	55	1403	38441	100	99	99	565	543	513	6	9	16	8	22	29	81	64	52	4	5	3
African American	NC	83	3791	NC	94	99	NC	546	506	NC	5	18	NC	27	29	NC	63	50	NC	4	3
Hispanic	17	535	29305	100	98	99	565	508	507	0	17	16	8	29	31	85	51	51	8	4	2
Asian/Pacific Islander	NC	75	1665	NC	99	99	NC	600	573	NC	0	6	NC	15	16	NC	75	67	NC	10	10
American Indian/Alaskan Native	NC	37	4707	NC	93	100	NC	533	492	NC	13	19	NC	22	33	NC	59	46	NC	6	1
White	89	1989	35760	100	99	99	572	568	550	6	5	9	8	15	21	82	73	64	4	7	6
Students with Disabilities	11	369	9706	100	100	100	526	486	462	20	22	36	0	31	32	80	46	31	0	1	1
Students without Disabilities	104	2379	65967	100	98	99	574	564	536	4	5	10	9	17	25	83	70	60	4	7	5
Limited English Proficient Students	NC	269	15115	NC	88	100	NC	457	471	NC	30	26	NC	42	38	NC	28	35	NC	0	1
Migrant Students	--	--	738				--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	36	800	35541				567	511	504	0	15	17	13	29	31	84	54	50	3	2	2
Non-Economically Disadvantaged	79	1948	40091				574	574	550	7	4	9	7	15	21	83	73	64	4	8	6

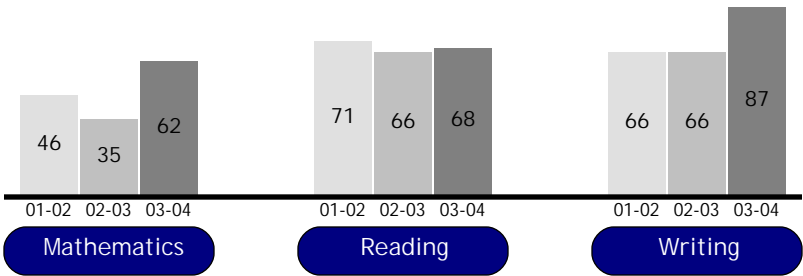
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	98	45	54	44	96	56	61	50	98	50	NA	58
	Language	98	41	48	39	100	50	54	43	98	43	59	50
	Mathematics	98	46	57	52	100	56	67	57	99	41	68	64
3	Reading	100	60	55	43	98	51	60	47	95	55	NA	55
	Language	100	66	63	50	99	60	64	54	96	63	69	61
	Mathematics	100	69	61	50	97	63	66	54	92	61	69	61
4	Reading	99	52	63	47	99	68	65	52	97	56	NA	56
	Language	100	58	59	45	99	65	60	48	99	57	63	52
	Mathematics	100	58	65	52	99	75	69	57	99	58	72	61
5	Reading	97	57	62	46	99	60	64	50	100	65	NA	55
	Language	97	50	57	43	99	55	58	46	100	57	60	49
	Mathematics	98	65	68	54	99	68	69	57	100	69	72	63
6	Reading	96	71	65	49	99	72	67	53	94	68	NA	56
	Language	98	68	59	42	99	65	60	45	95	60	61	48
	Mathematics	96	86	73	58	100	85	74	62	97	79	76	66

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Cactus View Elementary School

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 1 Student(s)

Council Duties

- ü School Programs
- ü Support Services
- ü Facility Improvement
- ü General Advisement
- ü School Safety Issues
- ü Tax Credit Programs

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	48.00
Other Professional Staff	5.00	Teacher Aide	17.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	0	0	0
4 to 6 years	2	1	1	0
7 to 9 years	4	5	0	0
10 or more years	6	26	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	31
Core academic classes taught by Highly Qualified (NCLB) teachers.	62
Teachers with Emergency Certificaton.	2

Resources Available at School Site

Special Facilities

- ü Two Computer Labs, + Classroom Computers
- ü State-of-the-Art Media Center
- ü Indoor Physical Education Room
- ü Science Lab

Extracurricular Activities

- ü Computer Classes
- ü Chess / Checkers Clubs
- ü Student Council
- ü Reading Club
- ü School Musical
- ü Chorus / Band / Strings
- ü Homework Club
- ü Bike Safety

Social Services

- ü Breakfast Program
- ü School Psychologist
- ü Lunch Program
- ü Special-Ed Preschool
- ü Nurse
- ü Free Full-Day Kindergarten
- ü Social Worker
- ü Mascot Club (Before/After School)

Cactus View Elementary School

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- Ü GRANTS:
 - PV Foundation and Marion Grant recipients
 - Para Educator Mini-Grant recipient
 - Goals 2000 Grant
 - MTI Grant Recipient
- Ü TEACHER RECOGNITION:
 - Walt Disney Teacher of the Year Finalist
 - Silver Apple Award Winner
 - National PE Teacher of the Year
- Ü PTSA:
 - Largest State Unit Award
 - Support Staff Award
 - Membership Award
 - Team Award
- Ü STUDENT ACHIEVEMENTS:
 - District Art Show Winners
 - District Poetry Contest Winner
 - AZ Sports Ranch Scholarship Recipients
 - Math Olympiad High Achievers

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	95	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	6	10	9	9
Promotion Rate ⁸	99	98	98	94
Retention Rate ⁹	0	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

% of Students Achieving One Year's Growth		
	Reading	Math
Grades 2-3	59	68
Grades 3-4	77	71
Grades 4-5	70	68
Grades 5-6	85	91

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Cactus View's Schoolwide Rule is: Everyone has the right to learn and be in a safe environment. A Cactus View Student is Trustworthy, Respectful, Responsible, Fair, Caring and a Good Citizen. Our goal is to help students become good decision makers regarding self-control, social-emotional relationships with peers and adults, as well as the academic setting. Cactus View has endorsed a very specific discipline and citizenship program which encompasses Student Expectations and Consequences.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

2

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Patrick Knight	(602) 493-6280
Transportation Policy	Jeffrey Cook	(602) 493-6320
Community Resources	Lisa Frankeberger	(602) 493-6280
School Nutrition Programs	Kathy Kirkeby	(602) 493-6280
Parent Organization	Patty Cessner	(602) 493-6280
Student Health/Nurse	Judy Stefaniak	(602) 493-6284

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.